DOCUMENT RESUME

ED 109 086 SP 009 333

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TITLE Student Democracy - Co-Planning at Different Educational Levels: Project Summary and Report Abstracts. Pedagogisk Dokumentation No. 28.
INSTITUTION School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
PUB DATE May 74
NOTE 18p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Elementary Education; Foreign Countries; Projects; Secondary Education; *Student Government; *Student Leadership; *Student Role; Student School Relationship; *Teacher Education
IDENTIFIERS *Sweden

ABSTRACT

This study reports on Project Student Democracy, a program at the Malmo School of Education in Sweden. The study aims to a) study characteristic patterns of interaction, attitudes, and opinions related to existing forms of student participation at various levels of education in Sweden; b) study relations between both attitudes and opinions, and background and individual variables; and c) investigate how the introduction of new procedures for coplanning functions and is experienced. The project works with student democracy at three levels: a) grades 1-6, b) grades 7-12, and c) the postschool level, with particular emphasis on teacher training. In general, internal democracy in schools had made progress during the last decade, and results from various experimental activities were positive. Included in the report are a set of follow-up recommendations and abstracts of various project reports. (Author/JS)

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Project title:	Student democracy - co-planning at different educational levels
Carried out at:	Department of Educational and Psychological Research, Malmö School of Education
Project director:	Professor Åke Bjerstedt
Research staff:	Pekka Idman, Brigitte Valind, Lars Valind, Magnhild Wetterström

BACKGROUND

It has often been pointed out that one of the reasons for disciplinary problems in schools can be shortcomings in the school's forms of work, not least the fact that our students are not given sufficient opportunity to feel that they are participating in decision-making and planning. Thus just one motive from inside the school world can help emphasize that it is important for the school to offer the students a measure of co-planning.

In the long run, however, the students' adjustment to the school is less important than their preparation for the world outside the school. One of the more important objectives of the school must be to train the students as far as possible to function in a democratic society - responsibly, independently, and with a willingness to cooperate. Many people think that the school neglects this aspect of education far too much and that we cannot expect the students to demonstrate more independence, willingness to cooperate and responsibility than we give them the chance of acquiring through direct training.

These problems are naturally not new, but they attracted particular attention at the end of the sixties because of certain extraneous circumstances. The Swedish teachers' strikes, which suddenly hurled the students into situations that made great demands on their ability to plan and assume responsibility, showed both that the students could sometimes act with

surprising maturity and - naturally - that many felt at a loss and found it difficult to take any intiative. Many observers felt that these episodes uncovered a potential reserve of ability, of which we had made little use. Another external factor is also worth mentioning. The student unrest in universities in different parts of the world has naturally had varying and complex causes. A common feature of many of the incidents seemed, however, to be that the students felt excluded from the established process of decision-making, with no possibility of effectively participating in planning.

At this time there was a certain amount of agreement that both school and post-school education must seek new forms of work, giving the individual student more opportunity for co-planning (whether one then wanted to call this a hitherto unmet demand for justice or a neglected aspect of training). But there was nevertheless a great deal of uncertainty as to what the best forms for such activities were. Too little was known about what actually happened at different educational levels in Sweden, about how different experiments were experienced by those participating, and about the best ways to proceed in the future. Thus there was an obvious need to increase our knowledge by means of mapping studies and analyses.

GENERAL CHARACTER OF THE PROJECT

Main aims

To study some characteristic patterns of interaction, attitudes and opinions related to the existing forms of student participation at various levels of education;

to study the connection between such attitudes and opinions on the one hand and certain background and individual variables on the other;

to investigate how the introduction of new procedures for co-planning functions and how it is experienced (the process of innovation).

Project structure

The work of the project was divided into three sections related to educational levels. One part dealt with school democracy in the first six years of the comprehensive school (Section I). The second took up corresponding questions in grades 7-9 of the comprehensive school and in the upper secondary school (Section II). Finally the third part studied problems concerning student democracy on the post-secondary level, with particular emphasis on teacher training (Section III). Magnhild Wetterström has been responsible for Section I, Brigitte Valind and Lars Valind for Section II, and Pekka Idman for Section III.

The project has reported its results successively in the different series of the Malmö department, in a total of about thirty publications (see references with annotations below). A summary in book form has been prepared (Bjerstedt, 1974).

In the following we will give some examples of sub-studies and results, arranging them according to the three sections mentioned.

STUDIES IN GRADES 1-6

Part of the problem that arises when going over to a more democratic decision-making process in a school might be illustrated in the following way: heads -, teachers +-, students + (cf. Wetterström, 1972a). This rough formula is intended to express some conceivable changes in the decision area. The students get more to say, the heads less. The teachers occupy a middle position: they are expected to take over part of the head's decision-making power but at the same time to share their present decision area with the students. A democratization need not necessarily be experienced in that way. On the other hand it is not unnatural if people react to the problem in such a way and that the groups that have to accept a "minus" in their decision area can tend to see it as a question of prestige rather than a question of adequate student training. In this way questions involving school democracy often get complicated from a social-psychological point of view.

This is revealed in various ways in the different mapping studies of the project, in which heads, supervisory teachers, three different teacher groups, student teachers and students have been asked to express their opinions on the distribution of influence in the school - how they find the situation today and what wishes they have with regard to the distribution of influence in the future (see references by M. Wetterström). All the groups studied are in principle agreed that the students should be given a certain measure of increased influence. Both the headmasters and the teachers consider, however, that this should be done at the expense not of their own category's influence, but at the expense of the other group. On the student side we again find protection of the special interests of their own category. In the lower grades the students consider that all the grades should be equally represented in the executive committee of the Students' Council, but as the students get older their inclination to let the younger students participate diminishes.

The conclusion to be drawn from these difficulties must be that rather strong measures are needed if the intentions of the curriculum are to be realized. Such strong measures were taken for a time at Eira School in

Stockholm, which has been studied within the project, and the project's data also suggest that here one really succeeded in bringing about a considerably more even distribution of influence between the different categories. It can at the same time be noted that the Eira students only gave a very small increase in influence as being the ideal, which suggests that a "saturation point" exists.

For grades 1-6 the closest and most natural opportunities for democratic training lie within the framework of the class. One section of the questions used dealt with the actual influence in a number of concrete classroom situations. It emerges that teachers to a great extent make the decisions themselves in these situations and thus give the students comparatively little training in co-influence.

When the three different teacher groups were compared, the teachers at Eira School were found to be those that gave their students most influence in these concrete situations, followed by the teachers from the experimental and demonstration school and last the more "general" teacher group. Despite these expected differences between the groups in the degree of student influence (which are in agreement with the teachers' assumed positions on a "progressiveness continuum"), a definite pattern has emerged, so that certain situations are more teacher-controlled in all the groups. We receive a similar grouping of situations when the students are questioned. There is reason to believe that this kind of grouping of situations is suitable for use as a basis in a successive training strategy, for gradually extending the students' ability to make relevant decisions themselves.

Is it realistic to believe - this question forms a natural link to the next sector of the project - that cooperation bodies in the higher grades can function well, unless the younger students are given a more consciously designed, successive training in making their own decisions?

STUDIES IN GRADES 7-9 AND UPPER SECONDARY SCHOOL

In grades 7-9 of the comprehensive school and the upper secondary school the studies have been both of a general mapping nature and following up innovations.

Brigitte Valind (1972) has reported a mapping study of the activities and influence of the students and student representatives in three of the school's cooperation bodies, namely the Students' Council, the subject conference, and the cooperation committee. In several of the studies it emerged that the students considered that they received insufficient information about and from the various cooperation bodies and secondly, that

they often showed only a faint interest in voluntarily participating and working in these bodies. In actual fact the most elementary prerequisite for co-influence was often lacking: knowledge of the bodies on which the students were represented.

Among the reasons given by the students for their lack of interest in working voluntarily in the cooperation bodies, the prime one is not that the work takes time and energy but that their influence on important decisions is far too limited. One way of motivating the students to more active work in the cooperation bodies should then be to give them more influence over the matters that are discussed.

In addition to the mapping studies of the normal present-day situation in the schools, the project has also had the opportunity of making a series of studies of experimentation with extended forms of student influence. The first of these was an explorative evaluation of the first year of experimental activity at Källängs School in Malmö (B. Valind, 1971). The experimentation involved among other things widening the stipulated cooperation bodies so that they had more student representatives, and also the construction of new cooperation bodies. We found that innovations of this kind could produce positive side-effects. While the teachers on the whole considered that conditions at the school had become neither better nor worse, a large number of the students thought not only that the school had improved from a democratic point of view, but also that the general atmosphere was more pleasant.

In order to make it possible to study certain other effects in a more stringent way, an attitude schedule was constructed for measuring the attitudes towards democracy in both school and society. In a study conducted by Lars Valind (1972b), three groups of upper secondary school students were investigated with the help of this instrument: one group which was involved in experimentation with extended student influence; a second group, which in addition received some teaching about democracy in the form of a study circle; and finally a third group, which took part in neither the experimentation nor the special teaching on democracy. The experimentation proved to have a positive effect on students' attitudes towards democracy in school and society (secondary school: longer course), while the special teaching on democracy did not have any noticeable additional effect.

The results suggest in general that one should not expect dramatic effects from a short period of experimentation, using only modest extension of the student influence. The positive effects on what the students felt about the general school climate and on the attitudes towards democracy in certain groups should be noted, however. At the same time there is reason to

keep in mind the three wishes made by the students in the mapping studies with regard to all the bodies studied: they wanted more information, more complete student representation (including the lower grades of the comprehensive school), and the right to make decisions in at least some matters.

STUDIES IN THE TEACHER TRAINING SECTOR

Democracy in teacher training can naturally be regarded from a general democratic point of view. Like other students, the student teachers should have the right to assert a certain amount of influence on their training situation. But for the project it has been more important to see the question from the training point of view. It is not unreasonable to assume that the experience of democratic forms of work that the student teachers have during their training will serve as an example and influence their attitudes towards various forms of cooperation in their future work. Questions which then become of great importance are: Does the teacher training display a reasonable level of student democracy? Does the training create in the new generation of teachers understanding and enthusiasm for the school's democratic objectives?

An extensive questionnaire study of teachers and student teachers at Schools of Education throughout Sweden was carried out in 1969 (Idman, 1971). It showed among other things that the close relations functioned well but that the student teachers felt that their opportunities for influencing conditions and decisions were unsatisfactory. It emerged that both teachers and student teachers lacked "knowledge" of the School of Education's existing committees and councils, but they would like to have a cooperation body with decision-making status. - It should be added that the project later repeated the questionnaires for the purpose of control and the results then gave a very similar picture of opinions.

In a special study of student teachers, both attitudes towards school democracy and a number of other attitude and personality characteristics were studied (Idman, 1972b). The attitudes towards school democracy proved often to co-variate with the other characteristics in a particular way. Those showing a restrictive attitude towards questions concerning school democracy often have, for example, a more rigid-authoritarian attitude to the bringing up of children, a stricter, more punishing attitude in disciplinary questions, and higher values on dogmatism tests than others who have an attitude more positive to school democracy. The fact that attitudes towards school democracy are in this way integrated in a wider

complex of attitudes and behavioral tendencies can in its turn mean that they are not easy to influence.

In addition to the mapping studies and the correlational studies, the project's School of Education sector also contains a series of data concerning new experimentation. In 1969 the project participated in an analysis of statements sent by the Schools of Education to the National Board of Education, including concrete suggestions as to experimentation with new and extended forms of cooperation. - Departmental experiments were started locally the same year and these were then followed up and have resulted in a permanent arrangement with a Departmental Board (Idman, 1970b).

Not until the spring term of 1972 did more general experiments with new forms of cooperation start at the Swedish School of Education. Before the experiments started, a sample of student teachers, teachers and other staff were asked to answer questionnaires and this was then repeated later, when the experiments had been underway a while. The meetings of the President's Board and the educational committees were recorded on tape and then analyzed. In addition, minutes taken at the meetings of these committees during the experimental period and earlier were compared. Several of the results are positive and the system has become more impartial. On the other hand, the training aspect is still not satisfactory: individual student teachers are engaged far too little in the democratic process (Idman, 1972a).

In connection with his first questionnaire studies, Pekka Idman wrote thus: "Dissatisfied with the amount of influence they themselves have over their own training and without training in 'democratic forms of work', the prospective teachers do not appear to have been given the best preparation for achieving the goals that the curricula for the schools have laid down for the development of 'school democracy'." The experimentation that has been started later is a step in the right direction but is far too modest. Continued general experimentation with better specification of goals, more radical changes and a program based on these for successive evaluation would seem to be a few of the natural and important measures that need to be taken.

GENERAL COMMENT

In general, internal educational democracy has made progress during the last ten years and several of the results from the various experimental activities are positive. However, the deficiencies are still in many respects very obvious. Considering its various experiences, it seems natural for

the project to outline and recommend a series of follow-up tasks, for example:

- The goals for co-influence arrangements need to be debated and specified for different educational levels.
- In the primary and junior levels experiments should be carried out with systematic, step-by-step training programs, partly by means of such "situation sequences" that have resulted from the work of the project.
- The powers of the cooperation bodies should be extended, in order to give the students concerned more motivation for participation. Larger groups of students should be given direct experience of decision-making responsibility.
- The system of communication should in connection with this be improved considerably. Regular school hours should be used for information contacts (e.g. for contacts between the students and their representatives in various cooperation bodies).
- Techniques for cooperation and for information should be given more emphasis in the training programs for teachers and other school personnel.
- Alongside with these more general efforts, more radical experiments should be initiated at individual, specially interested schools. These should include experiments with special training techniques, e.g. decision training in the form of acted situations. It is particularly important that the school's experiments with co-influence are not permitted to stop at training in the form of "institutionalized cooperation" for small groups of students only.
- Successive evaluation of the extended activities should take place and its results be used in the training of teachers and school leaders.

REPORTS AND PUBLICATIONS

Almhed, B. & Räikkönen, P. Försöksverksamhet med nya former för samarbete mellan studerande, lärare och övrig personal vid lärarutbildningsanstalter: Sammanställning av remiss-svar till SÖ. /New forms for cooperation between students, teachers and other personnel at Swedish teacher training institutes: A survey of statements to the National Board of Education./ Pedagogisk-psykologiska problem, No. 91, 1969. - In connection with the work being done within the teacher training sector of the "Student democracy" project, the Malmö School of Education agreed to carry out a certain number of investigations. As a preliminary step, a brief survey is presented of statements from teacher training institutes to the National Board of Education concerning (1) the current situation in the schools with regard to cooperation between different groups and (2) various proposals for increased cooperation.

Bjerstedt, Å. Social development and student democracy. Educational and Psychological Interactions, No. 39, 1973. (a) - This report gives a survey in English of two research projects, "Social development and training" and "Student democracy". The latter is considered to be a "daughter project" of the first one.

Bjerstedt, Å. (Ed.) Studerandedemokrati - medplanering på olika utbildningsstadier: Några rapportsammanfattningar. /Student democracy - co-planning at different educational levels: Some report summaries./ Pedagogisk-psykologiska problem, No. 218, 1973. (b) - This report contains a number of relatively detailed summaries in Swedish of the main features of the work carried out within the project "Student democracy". The summary is divided into three main sections: (I) Grades 1-6, (II) Grades 7-9 and upper secondary school, (III) Teacher training sector. Part I has been written by Magnhild Wetterström; Part II by Brigitte Valind and Lars Valind; Part III by Pekka Idman.

Bjerstedt, Å. (Ed.) Studerandedemokrati - medplanering på olika utbildningsstadier. /Student democracy - co-planning at different educational levels./ ("Utbildningsforskning", No. 10.) Stockholm: Utbildningsförlaget, 1974. - This book gives a relatively detailed survey in Swedish of the research and development activities of the project. Various members of the project staff have written different sections on their own work. The book contains report abstracts in Swedish and a summary in English.

Idman, P. Försöksverksamhet med nya former för samarbete mellan studerande, lärare och övrig personal vid lärarutbildningsanstalter: Förslag till försöksverksamhet. /New forms for cooperation between students, teachers and other personnel at Swedish teacher-training institutes: A proposal for experimentation./ Pedagogisk-psykologiska problem, No. 11, 1970. (a) - In an earlier report (Almhed & Räikkönen, 1969), the first stage of an investigation was presented in the form of a summary of statements from the teacher training institutes to the National Board of Education. The second stage reported (a) data from a questionnaire given to teachers and student teachers at teacher training institutes in the spring term of 1969, (b) content analysis of the minutes from two central bodies at the Schools of Education, the President's Board and the Teachers' Council, and (c) alternative suggestions for possible experimentation (based on the collected and processed material). The present report consists of a summary of the account that was sent to the National Board of Education at the end of 1969.

Idman, P. Institutionsnämnd - försök med institutionsdemokrati vid pedagogisk-psykologiska institutionen vid lärarhögskolan i Malmö. /Departmental board - experimentation with new forms for democratic management at the Malmö School of Education./ Pedagogisk-psykologiska problem, No. 113, 1970. (b) - For various reasons it was not until 1972 that a general experimentation with new forms for cooperation was started in the teacher training sector. Following an initiative taken locally, however, experimentation with extended departmental democracy was started during the spring term of 1969 at the Malmö School of Education's Department of Educational and Psychological Research. Among other measures taken, the director of the Department delegated his statutory decision functions to a committee, i.a. composed of elected representatives of the teachers, research workers, other staff and students. The report describes an explorative following-up of the experiments that was carried out by means of questionnaires and analyses of tape-recordings from the meetings. It is sufficient here to refer to the main result of the investigation, namely that after approximately one year's experience of the exper-

iments all the groups concerned wished to retain the committee (which is still functioning to this day).

Idman, P. Inställning till skoldemokrati bland skolledare: En explorativ studie. /Attitudes towards student democracy among school leaders: An explorative study./ Pedagogisk-psykologiska problem, No. 120, 1970. (c) - Terms such as "school democracy" or "student democracy" are often used very vaguely. The key position held by school leaders when the ideology of student democracy is to be put into practice, makes a study of their opinions concerning student co-planning and cooperation of interest. These opinions were explored with the aid of a conference questionnaire and postal questionnaires dealing with such aspects as (a) which areas are suitable for co-planning, (b) which forms this cooperations should take, (c) for which age-levels they are adequate, (d) in which questions the student councils should be allowed to decide, etc. Differences with respect to age levels and decision areas as well as between types of questionnaire were demonstrated and discussed.

Idman, P. Samverkan mellan lärare och lärarkandidater i lärarutbildningen: Några opinionsdata. /Cooperation between teachers and student teachers: Some data on opinions./ Pedagogisk-psykologiska problem, No. 132, 1971. (a) - This report presents both some international perspectives of the bids for democratization made at the end of the sixties, and accounts of questionnaire studies carried out among teachers and student teachers in 1969 at all the Schools of Education in Sweden. The questions dealt with concern among other things (1) the student body, (2) cooperation in general, as experienced and as desired, and (3) knowledge of and attitudes to those formal bodies for cooperation which were instituted by the Schools of Education Act of 1968. The results show that the "close relations" function well, but that the student teachers feel that their opportunities for exerting influence outside these small groups are unsatisfactory. A very large proportion of those answering did not know how the Schools of Education's committees and councils work. A large group of both teachers and student teachers consider that some form of general referendum should be introduced for deciding more important issues at the School, and that the main cooperation body should be given decision-making status.

Idman, P. Samverkan mellan lärare och lärarkandidater i lärarutbildningen. /Cooperation between teachers and student teachers in teacher training./ Reprint Series (Malmö School of Education), No. 107, 1971. (b) - A condensed article on the questionnaire studies concerning the opinions of teachers and student teachers on student democracy in teacher training (cf. the more detailed report; Pedagogisk-psykologiska problem, No. 132).

Idman, P. Försöksverksamhet med nya samarbetsformer vid lärarhögskolan i Malmö: Erfarenheter från den första försöksterminen. /Experimental work with new forms of cooperation at the Malmö School of Education: Experiences from the first term of the experiment./ Pedagogisk-psykologiska problem, No. 183, 1972. (a) - During the spring term of 1972, experiments with new forms of cooperation were started at the teacher training institutes throughout Sweden. These experiments were followed up with a special study at the Malmö School of Education as part of the "Student democracy" project. In this context a sample of student teachers, teachers and other staff were asked to fill in questionnaires before the experiments had started and then again when they had been underway for a few months. The meetings of the President's Board and the main educational committees have been recorded on tape and analysed. In addition the minutes from the

meetings of these committees during 1971 have been compared with the minutes taken at their meetings during the experimental period in 1972. - Several of the results are positive, and the requirements for impartiality have been better fulfilled than was earlier the case. The training aspect, on the other hand, might still be said to be underdeveloped.

Idman, P. Relationer mellan attityder till skoldemokrati och vissa personlighetskarakteristika. /The relation between attitudes towards school democracy and certain personality traits./ Pedagogisk-psykologiska problem, No. 181, 1972. (b) - The present report gives an account of a piece of reserach in which the main aim has been to investigate the possible relation between attitudes towards school democracy and certain personality traits. The studies have been carried out among students taking the class teacher course at the Schools of Education in Malmö and Kristianstad. The analyses show that there are connections between attitudes towards school democracy and various test variables within the area rigidity-flexibility. Those showing a more restrictive attitude in questions of school democracy have often, for example, a more rigid, authoritarian attitude toward the bringing up of children, a stricter, punishing attitude in disciplinary questions and higher scores on a dogmatism test than people who are more positive towards the idea of school democracy. Thus attitudes towards school democracy can be said to be an integral part of a more extensive complex of attitudes and tendencies towards certain types of experiences. This can in its turn mean that they are not particularly easy to influence.

Idman, P. Samverkansopinioner inom lärarutbildningen: En studie av opinionsutvecklingen under några terminer. /Opinions on cooperation within the teacher training sector: A study of the development of opinions during a few terms./ Pedagogisk-psykologiska problem, No. 180, 1972. (c) - In the spring term of 1969 the project "Student democracy" conducted an extensive opinion survey at Schools of Education throughout Sweden, on a number of questions concerning cooperation (cf. Pedagogisk-psykologiska problem, No. 132). In order to make it possible to follow the development of opinions in the questions concerned, new data were gathered from student teachers at the Schools of Education in Malmö and Kristianstad in 1970 and 1971 respectively. In a number of these questions the later studies show changes of attitude. The average differences are very small throughout, however, and the main result of the investigations is that no great changes in opinions could be established in the questions studied during the period 1969-1971. In all essential respects the results obtained from the investigations of 1969 are still valid a few terms later.

Idman, P. Skoldemokratiattityder och personlighetsdrag: Ett testbatteri. /Attitudes towards school democracy and personality traits: A test battery./ Testkonstruktion och testdata, No. 16, 1973. (a) - Between 1969 and 1972, studies were carried out among student teachers taking the class teacher course on relations between attitudes towards school democracy on the one hand and certain personality traits, particularly in the area rigidity-flexibility, on the other. The results of these investigations have been published in a separate report (Pedagogisk-psykologiska problem, No. 181). With the exception of the tests that are available commercially, the measuring instruments used in these investigations are presented here.

Idman, P. Student democracy in teacher training: Opinions, individual correlates, and innovation studies. Educational and Psychological

Interactions, No. 44, 1973. (b) - In this report the project's studies within the teacher training sector are briefly summarized in English.

Idman, P. Equality and democracy: Studies of teacher training. (Studia psychologica et paedagogica, No. 23.) Lund: Gleerup, 1974. - In this book the project's major studies within the teacher training sector are summarized in English (with more detailed presentations than in Educational and Psychological Interactions, No. 44). After a presentation of equality and democracy as educational goals according to text analyses of the daily press and the student press (a study carried out within another project), the major sections dealing with studies from the "Student democracy project" have the following titles: (a) An emotive and descriptive meaning of the concept of school democracy; (b) Cooperation in teacher training: Some studies of opinion; (c) The development of attitudes concerning teacher training during the first term; and (d) Relations between attitudes towards school democracy and some personality characteristics.

Idman, P., Björk, K. & Streimer, I. Lärarkandidaters inställning till sin utbildningssituation: En studie av attitydutvecklingen under den första terminen. /The attitude of student teachers to their training situation: A study of the development of attitudes during the first term./ Pedagogisk-psykologiska problem, No. 182, 1972. - It has sometimes been assumed that student teachers develop during their training a generally negative attitude towards the teachers and the training as a whole and that this negative attitude emerges during the very first term of the training. It should be important both for teacher training in general and for the development of democratic cooperation to find out more about this phenomenon. For this reason the development of attitudes during the first term at the School of Education has been studied in an explorative special study. The investigation involves student teachers taking the courses for primary, junior and pre-school teachers at the Schools of Education in Kalmar, Kristianstad and Malmö.- Taken as a whole, the group studied revealed a positive attitude pattern during their first term, but negative attitudes did also develop in several important areas. Even though the pattern of attitude development was not as gloomy as some observers had predicted, it does contain warning signals that should stimulate those concerned into continuing to follow and debate the trend.

Valind, B. Förstaårserfarenheter från en försöksverksamhet med vidgade former för inflytande. /First-year experience of an experiment in extended student influence./ Pedagogisk-psykologiska problem, No. 142, 1971. - During one school year a school in Malmö experimented with the extension of student influence both by increasing the number of student representatives in various bodies and by giving the students insight and influence in more bodies than at other schools. The report presents an attempt made at evaluating the effect by means of a questionnaire administered to both students and teachers. The majority of the teachers considered that the school had become neither better nor worse as far as school democracy or the general atmosphere were concerned. A large proportion of the students on the other hand were of the opinion that both the general atmosphere at the school and school democracy had improved. Various advantages and disadvantages connected with this type of experiment are discussed.

Valind, B. Elevinflytande genom elevråd, ämneskonferenser och samarbetsnämnd. /Student influence through student council, subject conferences, and cooperation committee./ Pedagogisk-psykologiska problem, No. 209, 1972. - The present report presents data connected with the problem of co-influence in the school. The study has focused

mainly on three problem areas: How does the interaction between students and their representatives in the student council, subject conferences and cooperation committee function? What attitudes and opinions do the students have concerning their representatives and activities of the bodies? What kind of changes do the students see as important in the forms for student representation, and the decision area of the bodies? The studies were carried out by means of knowledge tests, opinion-and-attitude questionnaires and sociometric tests, and data were collected from grades 7 to 12 in five Malmö schools. It can be noted that the first prerequisite for active co-influence, namely knowledge of the existing cooperation bodies, was very often not fulfilled. Three requests were made by the students for all the major bodies studied (student council, subject conferences and cooperation committee): more information, a more complete representation of students (from the entire comprehensive school, grades 1-9), and the right to make decisions in at least some matters.

Valind, B. & Petterson, I.-L. Studier utan lärare: Enkätdata från gymnasister under lärarkonflikt. /Studying without teachers: Questionnaire data from upper secondary school students during a teachers' labour conflict./ Pedagogisk-psykologiska problem, No. 233, 1974. - During the school conflict of 1971, student data were collected by means of postal questionnaires from two groups: (a) a random sample consisting of every sixth student from the first and last grades of all the upper secondary schools in Malmö; (b) a special group, consisting of five classes from the last grade of the upper secondary school who had two years earlier taken part in the preliminary investigations of the project " Student democracy". The questions concerned both the work situation during the conflict and student influence in the schools. There is nothing in these data to suggest that student influence has increased during the time that elapsed between the studies.

Valind, B. & Valind, L. Student democracy in grades 7-9 and the upper secondary school. Educational and Psychological Interactions, No. 47, 1974. - In this report the project's studies in grades 7-9 of the comprehensive school and in the upper secondary school are summarized in English.

Valind, L. Anti-indoktrinering och skoldemokrati: En studie av SECO:s indoktrineringskampanj vid Källängsskolan i Malmö. /Anti-indoctrination and school democracy: A study of SECO's indoctrination campaign at Källängs School in Malmö./ Pedagogisk-psykologiska problem, No. 162, 1972. (a) - In 1969, the Central Organization of Swedish students in compulsory and secondary schools (SECO) carried out a campaign, the aim of which was to make the students more aware of "indoctrination risks" and more critical of various sources of information, including school-books. This campaign was studied at a Malmö secondary school. A number of hypotheses were formulated (partly dealing with possible effects of the campaign on opinions concerning school democracy) and tested by means of questionnaire data; most of these hypotheses were confirmed. For example, the results tended to show that student belief in the possibility of achieving school democracy increased.

Valind, L. Elevattityder till demokrati i skola och samhälle i olika påverkansmiljöer. /Student attitudes towards democracy in school and society in relation to the degree of influence applied by different settings./ Pedagogisk-psykologiska problem, No. 207, 1972. (b) - Attitudes towards democracy in school and society were studied in three different student groups (from the first grade of the upper secondary school). The first group functioned as a control group and was not

exposed to any special influence apart from the normal school activities. The second group was involved in experimentation with extended student influence; and the third group took part not only in these experimental activities, but also in study circles on democracy. In some student groups at least, the experimentation seemed to have a positive effect on attitudes towards democracy in school and society. No additional effect could be traced, however, from the study circle program.

Valind, L. Inställning till demokrati i samhälle och skola: Konstruktion och utprövning av attitydschema. /Attitudes towards democracy in society and at school: Construction and testing of attitude scales./ Testkonstruktion och testdata, No. 11, 1972. (c) - The report gives an account of the successive construction and testing of an attitude instrument for the study of attitudes towards democracy (which were then used in further studies; cf. Pedagogisk-psykologiska problem, No. 207).

Valind, L. Elevopinioner till försöksverksamhet med vidgade former för elevinflytande. /Student opinions on experimental activities with extended forms of student influence./ Pedagogisk-psykologiska problem, No. 215, 1973. - The experiences gained from the first year of the experimental activities at Källängs School (cf. B. Valind's report, Pedagogisk-psykologiska problem, No. 142) were considered sufficiently interesting for the "Student democracy" project to continue with more detailed studies during the following year. The investigations involved all the students in the first grade of the upper secondary school at Källängs School. Measurements were carried out on three different occasions: immediately after the start of the school year, after one term's experimental activity and at the end of the school year. Some comparisons were possible between sub-groups (between a group that in addition to the experimental program also took part in a study circle on democracy and a group that did not participate in this special course; and between students that functioned as representatives in one of the cooperation bodies and students that had no such functions). - As has also emerged from other studies in the project, students feel that they are given too little information; a more energetic circulation of information seems to be called for. Most of the students feel no special motivation for working in the various cooperation bodies, but consider that they would feel more motivated if they were given more genuine influence in the questions dealt with. In general, the students did not feel the experimentation to be a particularly important step towards increased school democracy. However, they did state that there had been some positive effects on the general climate at the school (increased understanding between teachers and students etc.).

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Olika berörda gruppers syn på medinflytandeproblematiken i skolan. /School democracy in grades 1-6: The problems of co-influence as seen by different groups of school personnel./ Pedagogisk-psykologiska problem, No. 171, 1972. (a) - The report presents questionnaire studies in which headmasters, supervisory teachers, three different teacher groups and student teachers express their opinions on co-influence in the school. The present distribution of influence within the school and the individual class is described, and the desirable distribution in the school, class and educational system of the future. Ideas about the ideal headmaster, teacher and student are also presented. There is a relatively unanimous body of opinion that the students should be given more influence. Both headmasters and teachers consider, however, that this should be done at the expense of the other category's influence, not their own. All groups are relatively agreed about the ideal distribution

of influence in the school as a whole, but their estimation of the present distribution varies (with a tendency to over-estimate the influence of other categories). The teachers at Eira School in Stockholm report a considerably more even distribution of influence between headmaster, teachers and students (with greater student influence and less influence för the headmaster and teachers) than the other groups. The proportion of teachers who do not want to increase the students' influence in the classroom is, however, the same at Eira School as in the general teacher group, which suggests that there is a resistance to change that is partly unrelated to the actual distribution of influence.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Några lärargruppers syn på beslutsfattandet i en rad specifika klassrumssituationer. /School democracy in grades 1-6: The views of some groups of teachers on decision-making in a series of specific classroom situations./ Pedagogisk-psykologiska problem, No. 172. (b) - This report presents answers from a questionnaire in which a "normal" group of teachers, teachers from a demonstration and experimental school and teachers from Eira School in Stockholm (at the time when experiments in school democracy were being carried out at this school) express their opinions on student influence in a series of concrete classroom situations. The recommendations given in the curriculum are presented, together with teachers' opinions on possible negative consequences of increased student influence. - In general the teachers themselves make most of the decisions within the class. Systematic differences emerge between the groups, however, corresponding to the expected average position of the different groups on a "progressiveness" continuum. Thus the teachers at Eira School have reported a greater degree of student influence than the other two groups. Despite these differences in the degree of actual student influence, a definite pattern appeared among the situations used, so that in all the groups studied these situations are ranked in the same way (from situations in which the students have a greater degree of influence on the decision to situations in which the teacher usually makes the decision alone). There is reason to suppose that this grouping of situations provides a suitable basis for a gradual development of the students' ability to make relevant decisions themselves.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Analys och diskussion. /School democracy in grades 1-6: Analysis and discussion./ Pedagogisk-psykologiska problem, No. 177, 1972. (c) - While the two reports mentioned earlier (Nos. 171, 172) have worked with simple descriptive statistics, the data are here made the object of more detailed statistical analyses (factor analysis, analysis of variance). Further, the answers of the teacher groups are compared with their background data and the answers of the group of student teachers with the results of a battery of personality tests.

Wetterström, M. Elevrådsverksamhet utvidgad till låg- och mellanstadiet: Uppföljning av ett SECO-initiativ. /The extension of student council activities to grades 1-6: Following-up an initiative taken by the Swedish School Students' Central Organization./ Pedagogisk-psykologiska problem, No. 212, 1973. - The report presents an exploratory evaluation of experiments in extending student council activities to grades 1-6. These activities were only guided in the initial phase and were then followed up without intervention. The results show that initially the students had very little knowledge of the school's cooperation bodies and that this was coupled with a belief in the powers of the Students' Council to protect the interests of the students that was out of all

proportion to the actual situation. The study revealed some of the difficulties that this kind of attempt at democratization must contend with: i.e. the balancing act that must be maintained between on the one hand the students' need of adult support and on the other the benefit to the students of making their own mistakes.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Elevåsikter. /School democracy in grades 1-6: Student opinions./ Pedagogisk-psykologiska problem, No. 241, 1974. (a) - The report contains an account of a series of studies made in grades 1-6 in order to illuminate the attitudes of the students towards co-influence at school. Among the results presented here are suggestions made by students for improving the school, the assessments made by different student groups of their present and desired influence, comparisons between the opinions of teachers and students on these issues and the development within this area during a two-year period. A more general discussion of the problems of co-influence is also included. Some of the statements made by the students suggest that the decision situations registered can be graded according to the criterion "accessibility for decentralized decision-making". This grading could then form one of the bases on which a program for systematic training in democratic decision-making at this school level could be drawn up (cf. Pedagogisk-psykologiska problem, No. 172). As was expected, the students at Eira School had stated that they had more actual influence than the students in Malmö; they give only a very small increase in their influence as the ideal situation, however, which indicate that a "saturation point" exists. Comparisons made over the years 1969-1971 suggest that no noticeable development has taken place during this period as far as student influence in the classroom is concerned.

Wetterström, M. Student democracy in grades 1-6. Educational and Psychological Interactions, No. 46, 1974. - In this report the project's studies in grades 1-6 of the comprehensive school are summarized in English.